

The following is a breakdown of the goals set by the International Society for Technology in Education (ISTE). The National Educational Technology Standards (NETS) stated below are to be used as a guide and will be adjusted to address the needs of the district for the benefit of its students.

### **3.1 Prior to completion of 2<sup>nd</sup> Grade**

- Use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs/DVDs, audiotapes, and other technologies
- Use of a variety of media and technology resources for directed and independent learning activities
- Communicate about technology using developmentally appropriate and accurate terminology
- Use of developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom
- Demonstrate positive social and ethical behaviors when using technology
- Practice responsible use of technology systems and software.
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners
- Use of technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, and drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners

### **3.2 Prior to completion of 5<sup>th</sup> Grade**

- Use of keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide
- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use
- Use of general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum
- Use of technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom

- Use of telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests
- Use of telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom
- Use of technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

### 3.3 **Prior to completion of 8<sup>th</sup> Grade:**

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use
- Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society
- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse
- Use of content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research
- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum
- Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom
- Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems
- Demonstrate an understanding of concepts underlying hardware, software, connectivity, and practical applications to learning and problem solving
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems (2, 5, 6)

### 3.4 **Prior to completion of 12<sup>th</sup> Grade**

- Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, life-long learning, and workplace needs
- Make informed choices among technology systems, resources, and services
- Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information
- Use of technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, and correspondence)
- Evaluate technology-based options, including distance and distributed education, for lifelong learning
- Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity
- Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning
- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations
- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works